


Comprehensive Strategic Research Plan

Kentucky Department of Education

Table of Contents

1 Introduction

"Vision without action is merely a dream. Action without vision just passes the time. Vision with action can change the world. "-- Joel Barker, Corporate Consultant. It is the vision of Kentucky Department of Education and the Kentucky Board of Education to ensure that all students across the Commonwealth are provided the opportunities and resources to become proficient and prepared for success. Additionally, this means that students have the opportunity to graduate college and/or career ready. This comprehensive strategic research plan communicates the intentional and aligned acts of improvement based on the practices of research to be implemented by the strategy teams and goals leads of the Kentucky Department of Education.

2 The Vision and Mission for Education in Kentucky

Our Vision: Every child proficient and prepared for success

Kentucky Board of Education Mission Statement

The Kentucky Department of Education's mission is to prepare all Kentucky students for next-generation learning, work and citizenship by engaging schools, districts, families and communities through excellent leadership, service and support.

2.1 P-12 Integrated Research Planning and Goal Tracking

Every part of Kentucky's educational focus is directed towards ensuring student success from preschool through high school graduation and postsecondary choices. In order to ensure successful outcomes for each student, we must intentionally ***align*** our efforts to our goals, grade-by-grade and initiative-to-initiative, through thoughtful research planning.

This document includes a brief history describing how and why KDE identified these goals and associated research activities, continuous improvement, and a description of the partnerships that assist us in achieving all of these efforts.

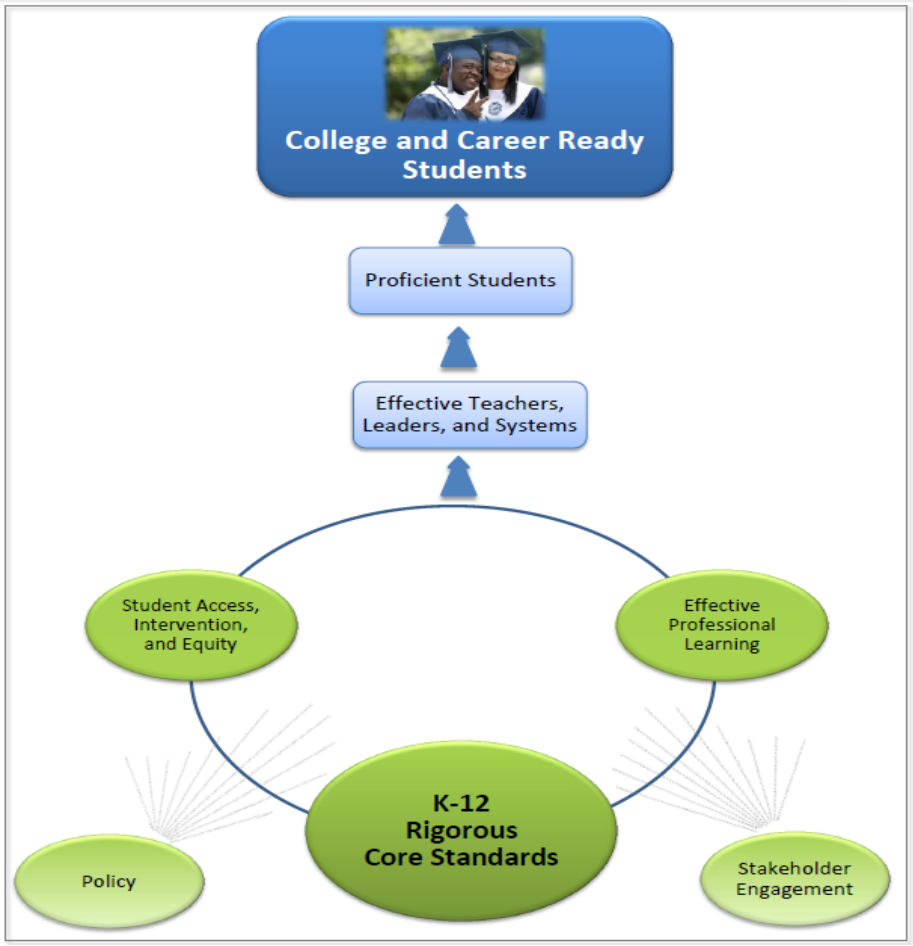

Figure 1 illustrates Kentucky's priorities by identifying expected outcomes (blue boxes) and factors intended to produce these changes (green circles).

2.2 Framework for Research

"College and career readiness for all" is the key education outcome to which the Department, as well as the Kentucky Board of Education (KBE), is committed. Proficiency is used as a yearly indicator of ongoing progress while College and Career Readiness are used as a cumulative indicator of student achievement. Figure 1 illustrates how key factors produce change in priorities.

2.3 Kentucky Board of Education Strategic Priorities

In 2011, the Kentucky Board of Education established four strategic priorities in response to Senate Bill 1. In developing these priorities with corresponding objectives, the Board focused on the measurement and improvement of Kentucky's education system. In response, KDE established specific goals in response to student achievement, educator effectiveness, school support systems (e.g., program effectiveness, learning environment, working conditions), and school and district performance.

Next Generation Learners

- All students perform at or above proficiency and show continuous improvement
- All students will succeed.
- Every student will graduate from high school.
- Every student will graduate from high school college/career ready.

Next Generation Professionals

- Every student will be taught by an effective teacher.
- Every school will be led by an effective leader.

Next Generation Support Systems

- Use data to inform decision making as well as teaching and learning

Next Generation Schools and Districts

- All schools and districts are effective.

2.4 Senate Bill 1

The premise for Kentucky's model rigorous core standards as input and college and career readiness as principal output of our education system comes from Senate Bill 1 (SB1) in 2009. This legislation passed by the Kentucky General Assembly required a complete overhaul of Kentucky's assessment and accountability system for P-12 education, including the creation of new, rigorous, focused, and internationally benchmarked standards that aligned with introductory postsecondary courses. As a result, KDE, the Council for Postsecondary Education (CPE), and the Education Professional Standards Board (EPSB) worked collaboratively to develop a plan for revising literacy and mathematics standards to establish content expectations aligned from elementary through postsecondary classrooms. The introduction of the Common Core State Standards in 2010 coincided with this review process, and Kentucky elected to adopt these new standards due to Common Core emphasis on clear and consolidated content expectations, greater depth and complexity, and on knowledge and skills necessary for college and career.

KDE and CPE further solidified Kentucky's focus on post-high school readiness by developing a Unified Strategy for College and Career Readiness with four goals directed toward increasing high school graduates, reducing postsecondary remediation needs, and increasing college completion rates. The Unified Strategy consists of common readiness indicators for college and career, including learning benchmarks and postsecondary placement indicators used by all in-state public colleges and universities.

2.5 Elementary and Secondary Education Act (ESEA) Waiver

In order to successfully implement Kentucky's reform agenda laid out by SB1, KDE submitted a request for, and received, flexibility waivers (Elementary and Secondary Education Act Waiver) from the U. S. Department of Education on 10 ESEA requirements... These waivers link directly to the KBE strategic priorities.

2.6 Unified Theory of Action

These four sets of state-level education priorities guide the type of work conducted by the agency and they serve as the premise for this overarching Theory of Action:

- ***If*** Districts are held accountable for the progress of their students,
- ***And if*** there are adequate supports given to teachers and principals to improve student outcomes,
- ***And if*** all students regardless of their race, ethnicity, social class, disability status, and proficiency using the English Language meet benchmarks at every grade from kindergarten through 12th grade.
- ***And if*** more students enter high school proficient in Reading and Math,
- ***And if*** those students complete high school college and career ready,

Then there will be more students who will succeed in post-secondary education and the workforce.

3 Alignment of Strategic Priorities and Goals

A crucial element of any state education system is alignment between its components. Traditionally, the focus of alignment included primary accountability components, such as academic standards, curriculum, and state assessments (e.g., USED, 2004; 2009). More broadly, state education systems, such as Kentucky's, have moved beyond traditional accountability models to include goals around achievement of specific student groups (i.e., gaps) and achievement outcomes (i.e., CCR), educator effectiveness, and school/district programs. A good portion of agency work is to be devoted to each of these education system components, and these agency initiatives should be aligned clearly to goals and evaluated regularly based on a rigorous research framework.

3.1 Education Evaluation Research

Evaluation research provides a critical look at how initiatives are developed and implemented as well as any associated impact on outcomes (Werner, 2004). In fact, effective evaluation with solid conclusions about outcomes should include both components – implementation evaluation and impact/efficacy evaluation. Implementation refers to "a specified set of activities designed to put into practice … a program of known dimensions" (Fixsen, Naoom, Blase, Friedman, and Wallace, 2005). Implementation processes should be well-planned, purposeful, and operationalized sufficiently so that observers and participants can determine "the what" and "the how" readily. Consequently, evaluations of implementation will include data collection on quality, consistency, and validity of program activities put in place across participants. Figure 2 below shows how KBE/KDE structured this strategic research plan.

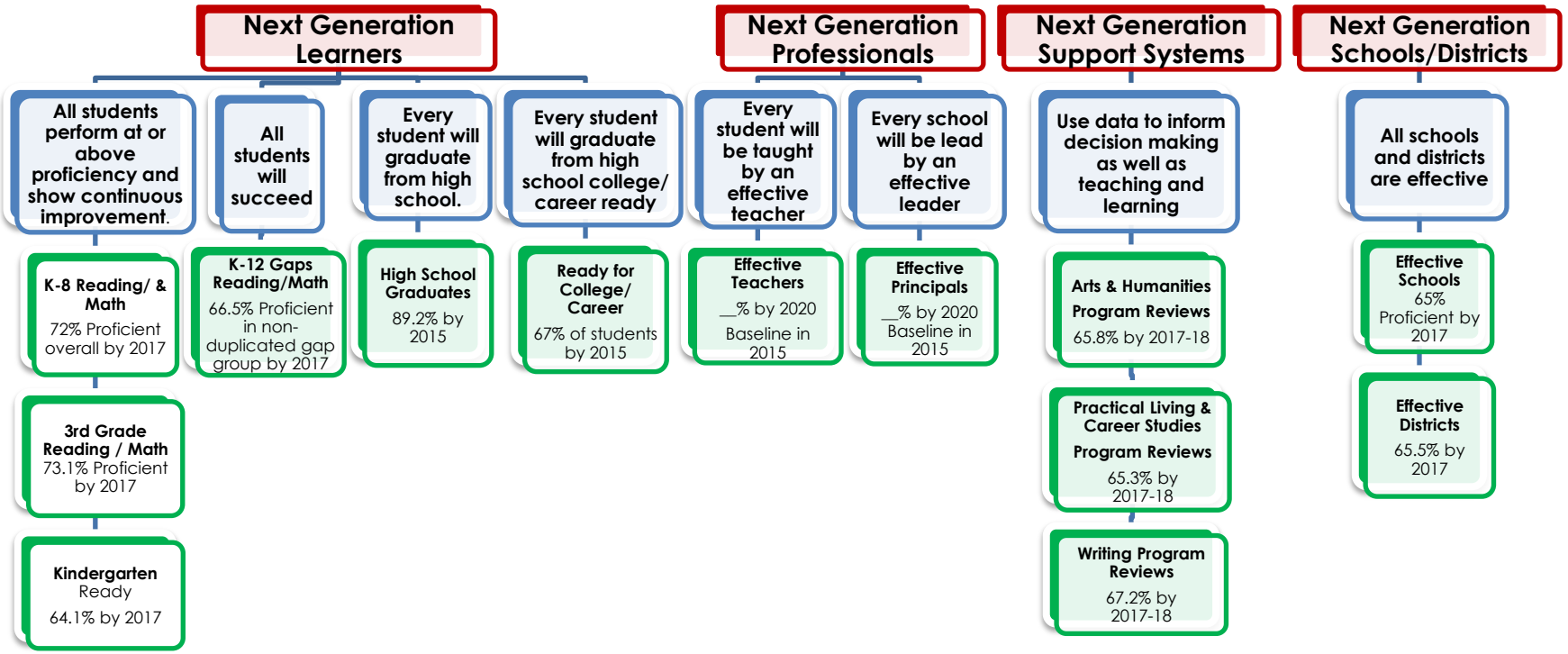

Figure 2. Kentucky Board of Education Strategic Priorities (red) and Objectives (blue) and Corresponding Kentucky Department of Education Goals (green)

3.2 Methodology

How does it all fit together? In planning and evaluating the impact of new strategies, teams connect the pieces and steps in the manner shown in Figure 3 below.

Figure 3. Shows how the steps of evaluation research are connected interdependently and to the agency's everyday work.

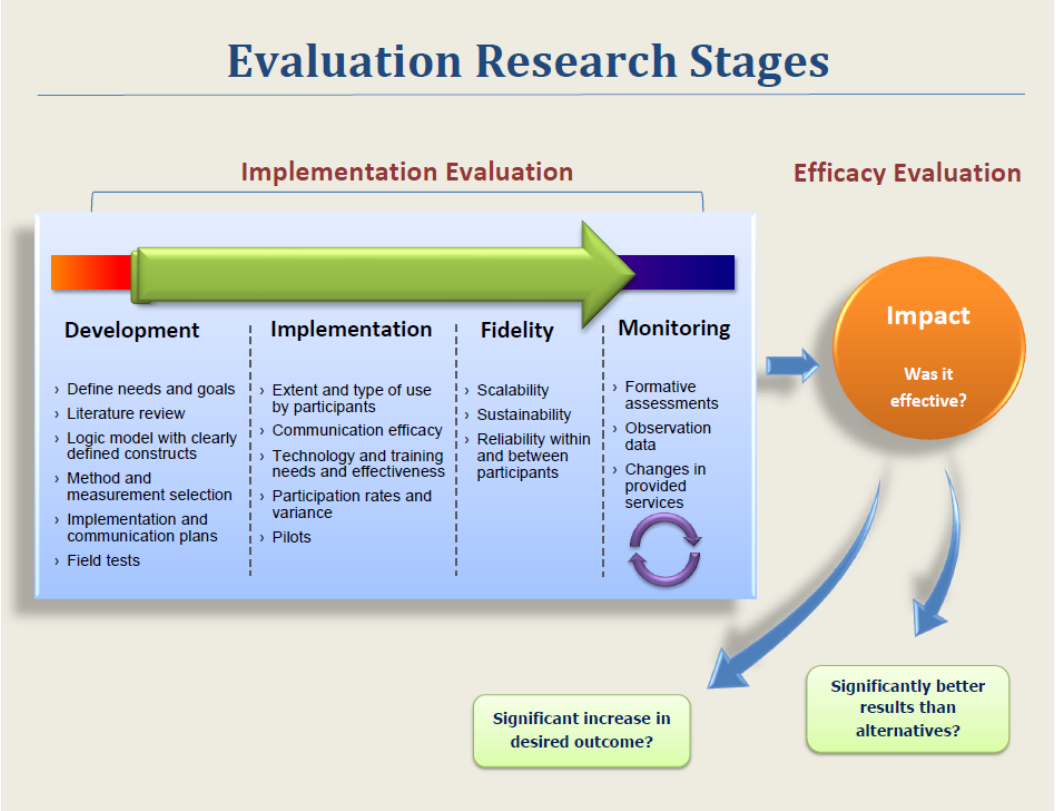

Figure 4. Common Phases of Evaluation Research

The Kentucky Department of Education models standard research processes when implementing new initiatives and determining the impact of these initiatives. Figure 4 provides an overview of common research activities and considerations for implementation and impact evaluations (Taylor, 2011).

Interim data and outcome criteria needed to build evidence for implementation fidelity and program impact.

Primary Data

- Data derived from experimental design
- Quantifiable, measurable (empirical) data on desired outcome
- Behavior change
- Quantifiable data on interim outcomes (e.g., progress tests aligned to outcome tests)
- Evidence of implementation breadth (e.g., number of adopters) and depth (e.g., degree of adoption)

Secondary Data

- Perception data from key recipients, key implementers
- Communication efficacy
- Participation rates
- Training efficacy

Outcome Criteria

- Significant, pervasive, consistent increase in key desired outcome
- Significantly better results compared to alternative programs and to nothing at all (e.g., effect size estimates illustrating magnitude)
- Multiple indicators demonstrating increases in key desired outcomes (substantiated by variance analysis)
- Decrease in undesired outcomes
- Changes in practice or policy based on significant outcomes
- Component usage (e.g., toolkits, software, websites)

Along the grade level continuum, figure 5 below illustrates where KDE strategy teams look for indicators of positive impact.

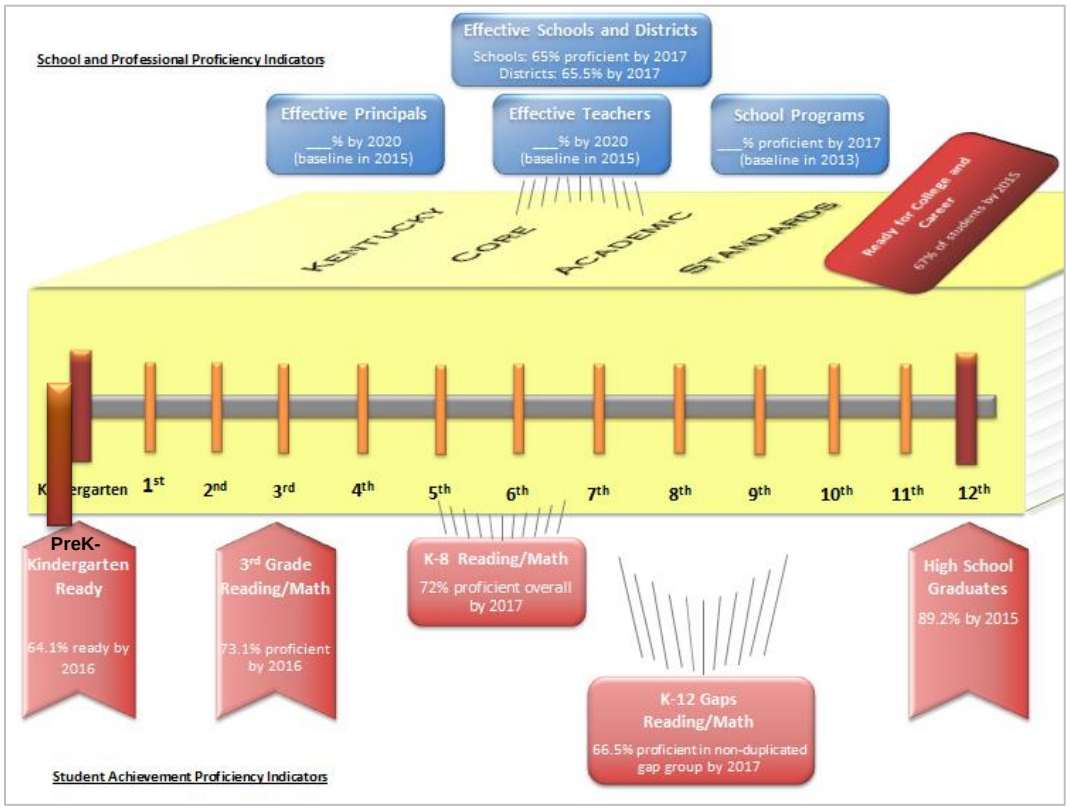

Figure 5. Proficiency Indicators

3.3 Focus on Continuous Improvement and Integration

Most program evaluation models implicitly include continuous improvement measures to estimate fidelity of implementation and extent of program impact. The model under which Kentucky operates focuses more explicit attention on short-cycle improvement measures. A key difference between this model and others is that it requires intentional prioritization and linking of all initiatives by the agency.

Goal leads are the implementation agents for each delivery plan. They lead and oversee the alignment of initiatives to the goals and objectives outlined in the strategic research plan. Strategies are integrated into multiple plans to ensure a comprehensive approach and impact on multiple goals as shown in Table 1 below. Furthermore, the work of the agency and members ideally and directly aligns to the initiatives that push on the goals and objectives. The integration of strategies across plans strengthens the efforts and deepens the impact. Continuous improvement activities guide the evaluation of each initiative as to the impact of the agency work on goals and objectives. Deployment strategies will reflect improvement based on impact data. The goal lead will examine the current initiatives that push on the goals to determine the amount of impact. If the initiative yields positive results then the initiative is continued as long as it is pertinent to the agency work. If the initiative does not yield positive results or even shows weak results, then the initiative is omitted or restructured.

		Learner Goals						Educator Goals		Support System Goal		
Delivery Plan		**CCR**	**GRAD**	**PROF**	**GAP**	**3rd Grade**	**K-Ready**	**Teacher**	**Principal**	**Writing Program Reviews**	**PL/CS Program Reviews**	**A&H Program Reviews**
Next Generation Learners												
Strategies	Career Readiness Pathways	X	X									
	Persistence to Graduation	X	X	X								
	Integrated Methods for Learning			X	X							
	Early Learning					X	X			X		
Next Generation Professionals												
Strategies	Teacher PGES							X		X	X	X
	Principal PGES							X	X	X	X	X
	Human Capital Management							X	X			
	Professional Learning & Support			X	X	X	X	X	X	X	X	X
Next Generation Support Systems												
Strategies	Stakeholder Engagement						X	X	X			
	Management Systems								X			
	Learning Systems	X	X	X	X	X				X	X	X
	Continuous Improvement			X	X							

4 Next Generation Learners

The Next Generation Learners Delivery Plan for 2014 can be referenced here.

Objective	Research Questions	Goal	Measurement
Every student will graduate from high school college/ career ready	a. At what rate are students assessed (and on what assessments) to meet college-readiness benchmarks? b. At what rate are students assessed (and on what assessments) to meet career-readiness benchmarks? c. Since 2010, through what criteria are students meeting college- or career-ready benchmarks? d. At what rate do students who receive interventions achieve college-readiness benchmarks? Which are the most effective interventions? e. How complete and accurate are data in the new Intervention Tab in Infinite Campus? *(Appalachia Regional Educational Laboratory project- KDE partner research)* f. What are the post-graduation outcomes of students who are college- and/or career-ready? g. What is the correlation between End-of-Course exams and college-ready benchmarks? h. How has participation in Kentucky's transition courses changed in the first three years of implementation? *(Appalachia Regional Educational Laboratory – KDE partner research)* i. How do students in transition courses perform on college readiness assessments? *(Appalachia Regional Educational Laboratory project- KDE partner research)*	Increase the percentage of students who are **college and career ready** from 34% in 2010 to 67% by 2015	The College Ready indicator includes graduates who met the Kentucky Council on Postsecondary Education (CPE) System-wide Benchmarks for Reading (20), English (18) and Mathematics (19) on any administration of the ACT. The College Placement Tests indicator includes students who passed a college placement test (COMPASS or KYOTE). The Career-Ready indicator includes graduates who met benchmarks for Career-Ready Academic (ASVAB or ACT WorkKeys) and Career-Ready Technical (KOSSA or received an Industry-Recognized Career Certificate) **Progress Indicators** a. Increased percentage of students meeting college benchmarks at graduation b. Increased percentage of students meeting career benchmarks at graduation c. Increased percentage of students "on track" to graduate d. Increase in year-to-year CCR rates since 2010 e. Increased CCR students per year in 8th-12th grades who were not previously CCR f. Increased percentage of students enrolling in career pathways g. Increased percentage of students entering high school who have met benchmarks

			h. Increase enrollment in grade-level appropriate courses
Objective	**Research Questions**	**Goal**	**Measurement**
Every student will graduate from high school	a. Since 2010, are more students graduating early, on time or late? b. Why and when do students fall off track? c. For what reasons and to what extent are students exiting from the public education system? d. What are the most effective programs or practices for dropout prevention? e. How does retention impact student progression through high school? f. For what reasons and to what extent are students entering the public education system later in their education careers (e.g., impact of home school influx in the ninth grade on graduation cohort size)? Are there differences in their graduation rates?	Increase the adjusted cohort **graduation** rate from 76% in 2010 to 90% by 2015	Number of first-time 9th graders in fall 2010 (2014 cohort) plus students who transfer in, minus students who transfer out, emigrate or die during school years 2010-11, 2011-12, 2012-13 and 2013-14 **Progress Indicators** a. Increased on-time credit accumulation b. Decreased student dropouts c. Increased use of persistence to graduation indicators d. Increased progress monitoring of on-track grade promotion e. Increased reporting and monitoring of students with transition plans f. Increased number of students in alternative programs graduating

Objective	Research Questions	Goal	Measurement
All students perform at or above proficiency and show continuous improvement	a. What is the distribution of K-PREP mathematics scores across the state? b. What is the distribution of K-PREP reading scores across the state? c. How does student performance differ across all grade levels? d. How does student performance history predict future performance on summative state assessments? e. How does student mobility (i.e., school building progression vs. school transfers) impact student achievement? f. How do students using performance assessments compare on K-PREP to students using only traditional assessments? g. What is the correlation between student attendance and proficiency rates? (i.e., excused and unexcused absences)	Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores (**proficiency**) for elementary and middle school students from 44% in 2012 to 72% in 2017.	Average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) for elementary and middle school students **Progress Indicators** a. Increase in district formative assessment scores in math and in reading per grade b. Increased match in intervention occurrences (type and rate) with student performance per period c. Reduced transition point impact (e.g., 2nd-3rd, 5th-6th, 8th-9th) on student performance

<table>
<tr><th>Objective</th><th>Research Questions</th><th>Goal</th><th>Measurement</th></tr>
<tr><td rowspan="2">All students perform at or above proficiency and show continuous improvement</td><td rowspan="2">a. What is the difference between students' prior settings and kindergarten readiness? Does it vary by readiness domain? Does it vary by gap group?
b. How do provider opportunities vary across the five early learning leadership networks?
c. What is the correlation between the number of prior settings and kindergarten readiness? Does it vary by readiness domain? Does it vary by gap group?
d. What is the correlation between kindergarten screener results and the kindergarten end of year interim assessment (e.g., MAP)?</td><td rowspan="2">Increase the percentage of children ready for kindergarten from 49.0% in 2012-13 to 74.5% in 2018-19</td><td>BRIGANCE K-Screen composite readiness score, which is comprised of the cognitive/general knowledge, language and communication and physical well-being domains</td></tr>
<tr><td>Progress Indicators

a. Increased number of students in preschool
b. Increase in effective preschool programs (e.g., STAR graded)
c. Increased number of students assessed by Brigance screener</td></tr>
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Objective	Research Questions	Goal	Measurement
All students perform at or above proficiency and show continuous improvement	a. What is the distribution of 3rd grade KPREP scores across the state? How does it vary by subject (e.g., reading/math) and gap group? b. What is the correlation between the kindergarten screener results and 3rd grade proficiency rates? c. How does the performance distribution differ from one year to the next? How does it vary by subject (e.g., reading/math) and gap group?	Increase the average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for **3rd grade** students from 46.1% in 2012 to 73.1% in 2017.	Average combined reading and math Kentucky Performance Rating for Educational Progress (K-PREP) scores for 3rd grade students **Progress Indicators** a. Increase in district formative assessment scores in math and in reading in grade 3 b. Increased match in intervention occurrences (type and rate) with student performance per period c. Reduced transition point impact (e.g., 2nd-3rd) on student performance d. Increased pre-testing of students beginning of 3rd grade year with formative assessments relative to 2nd grade standards mastery. e. Increased number of districts and schools tracking 3rd grade performance relative to standards throughout the year. f. Intervention tab reports (metrics to be determined) g. Financial report card (metrics to be determined)

Objective	Research Questions	Goal	Measurement
All students will succeed	a. What is the reading performance distribution of each gap group across the state? b. What is the mathematics performance distribution of each gap group across the state? c. How does student performance change from one year to the next by region and gap group?	Increase the average combined reading and math proficiency ratings for all students in the non-duplicated **gap** group (African-American, Hispanic, Native American, With Disability, Free/Reduced-Price Meals, Limited English Proficiency) from 33.0% in 2012 to 66.5% in 2017.	Average combined reading and math proficiency ratings for all students in the non-duplicated gap group (African-American, Hispanic, Native American, With Disability, Free/Reduced-Price Meals, Limited English Proficiency) K-PREP for elementary and middle schools and end of course for high schools. **Progress Indicators** a. Increase in district formative assessment scores in math and in reading per grade disaggregated by gap group b. Increased match in intervention occurrences (type and rate) with student performance per period disaggregated by gap group c. Reduced transition point impact (e.g., 2nd-3rd, 5th-6th, 8th-9th) on student performance disaggregated by gap group d. Increase in educators trained in cultural competence (e.g., culturally relevant instruction) e. Increase in socio-emotional programs for students to address behavioral impediments to learning f. Inverse correlation between behavior and engagement (decrease in behavior problems, increase in student engagement) g. Increase in Tier I, differentiated instruction h. Increased usage of reports on Response to Intervention

5 Next Generation Professionals

The Next Generation Professional Delivery Plan for 2014 can be referenced here.

Objective	Research Questions	Goal	Measurement
Every student will be taught by an effective teacher.	a. What is the proportion of effective teachers statewide? What is the distribution of effective teachers by school/district demographics? b. What is the correlation between teacher effectiveness and student outcomes? How does it differ by gap group? c. What is the percentage of students served by effective teachers by gap group? d. To what extent do are teachers taking professional learning that aligns with their professional growth plans? How does that alignment impact student growth?	Increase the percentage of teachers identified as "accomplished" or "exemplary" as measured by teacher effectiveness tools from ___% in 2015 to ___ % in 2020. (will be base lined in 2015)	Determined using a matrix that includes multiple evidences of professional practice (classroom observation, student voice, self-reflection, professional growth planning) and multiple measures of student growth (state determined student growth and local student growth goals) **Progress Indicators** a. Increased percentage of teachers entering Student Growth Goals into CIITS b. Increased percentage of teachers entering Professional Growth Goals into CIITS c. Increased percentage of teacher observations conducted in CIITS d. Increased teacher ratings on Principal observations e. Increased percentage of teachers who have student voice surveys completed for a class f. Increased percentage of teachers accessing PD360 g. Increased percentage of teachers entering self-reflections into CIITS

Objective	Research Questions	Goal	Measurement
Every school will be led by an effective leader	a. What is the proportion of effective leaders statewide? b. What is the correlation between leader effectiveness and student outcomes? c. What is the distribution of effective leaders by district/school demographics? d. To what extent are leaders taking professional learning that aligns with their professional growth plans?	Increase the percentage of principals identified as "accomplished" or "exemplary" as measured by principal effectiveness tools from ___% in 2015 to ___ % in 2020. (will be base lined in 2015)	Determined using a matrix that includes multiple evidences of professional practice (School Site Visits, Professional Growth Planning, Teacher Voice, Self-Reflection)using several tools (VAL-ED 360, TELL KY, ASSIST) and multiple measures of student growth (state determined growth and local student growth goals) **Progress Indicators** a. Increased percentage of principals with the minimum number of respondents for TELL KY b. Increased percentage of principals with the minimum number of respondents for VAL-ED c. Increased percentage of principals who entered their student growth goals into KDE's designated electronic platform d. Increased percentage of principals who entered their working conditions goals into KDE's designated electronic platform

6 Next Generation Support Systems

The Next Generation Support Systems Delivery Plan for 2014 can be referenced here.

Objective	Research Questions	Goal	Measurement
Use data to inform decision making as well as teaching and learning	a. How are program review scores correlated with other parts of the Unbridled Learning Accountability Model (e.g., K-3 program review and 3rd grade proficiency, PL/CS and career readiness)? b. At what rate do school program review scores differ from one year to the next? To what extent do schools continue to improve their programs once they achieve proficiency and what impact does this have on their school accountability score?	Increase the percentage of proficient Arts & Humanities **Program Reviews** from 31.5% in 2012-13 to 65.8% in 2017-18 Increase the percentage of proficient Practical Living/Career Studies **Program Reviews** from 30.6% in 2012-13 to 65.3% in 2017-18 Increase the percentage of proficient Writing **Program Reviews** from 34.3% in 2012-13 to 67.2% in 2017-18	Comprised of 4 standards (Curriculum/Instruction, Formative/Summative Assessment, Professional Development, and Administrative Support); average each of the characteristic scores; add the 4 averaged standard scores to get a single number; divide by 24 **Progress Indicators** a. Increased teacher effectiveness b. Increased student achievement c. Increased quality of program curriculum d. Increased consistency in school program curricula e. Increases in other parts of accountability program reviews improve f. Increased correlation between proficient programs and student achievement OVER TIME g. Increased number of schools/districts evaluating additional programs per year (beyond required minimum) h. Increased response (adjustment) to programs based on classification results

Objective	Research Questions	Goal	Measurement
All schools and districts are effective		Increase the percentage of districts rated at or above proficient from 30% in 2012 to 65% in 2017 as measured by the School/District Report Cards. Increase the percentage of schools rated at or above proficient from 31% in 2012 to 65.5% in 2017 as measured by the School/District Report Cards.	Determined by calculating the AMO using the Unbridled Learning Accountability Model. The Unbridled Learning Accountability Model can be viewed on the KDE website.

7 Research Partners

These groups collect data and/or conduct independent analysis for KDE.

Council on Postsecondary Education (CPE) Defines and approves all academic programs at public institutions as collects and distributes comprehensive data about postsecondary education performance.

Kentucky Center for Education and Workforce Statistics (KCEWS) collects and links data to evaluate education and workforce efforts in the Commonwealth. This includes developing reports and providing statistical data about these efforts so policy makers, agencies, and the general public can make better informed decisions.

Regional Educational Laboratories-Appalachia (REL) serves the applied education research needs of Kentucky, Tennessee, Virginia, and West Virginia. REL Appalachia has identified three priority research areas—ensuring college and career readiness, improving low-achieving schools, and supporting effective teachers and leaders. The CNA research team focuses on a targeted research agenda in these areas in partnership with research alliances of state and local school officials in our four states.

Appalachian Regional Comprehensive Center (ARCC) at Edvantia is one of 16 technical assistance centers funded by the U.S. Department of Education providing state education agencies in Kentucky, North Carolina, Tennessee, Virginia, and West Virginia with intensive technical assistance to address federal requirements and meet student achievement goals.

Strategic Data Project (SDP) is from the Center for Education Policy Research (CEPR) at Harvard University which brings high-quality research methods and data analysis to bear on strategic management and policy decisions to improve student achievement**.**

Kentucky Center for Mathematics (KCM) Designs, conducts, and disseminates mathematics education research to strengthen the foundation of educational practice and policy.

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